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REPORT

OF

COMMISSIONERS

ON

PUBLIC SCHOOLS IN ONTARIO

IN WHICH THE

FRENCH LANGUAGE IS TAUGHT.

PRINTED BY ORDER OF EDUCATION DEPARTMENT.



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COMMISSION.

Whereas, it is required by the Regulations of the Education Department that instruction shall be given in English in all the Public Schools of the Province, and

Whereas, the said Department is desirous of learning with certainty whether and how far the said Regulations are complied with in the Counties of Prescott, Russell, Essex, Kent and Simcoe, or what steps should be taken for the more complete enforcement of the said Regulations in the said counties respectively and,

Whereas, by section 226 of the Public School Act the Minister of Education has power to appoint one or more persons as he from time to time deems necessary to report to him upon school matters,

Therefore, know all to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed John J. Tilley, Inspector of County Model Schools for the Province of Ontario, the Reverend Alfred H. Reynar, M.A., Professor of Modern Languages in Victoria University, and the Reverend D. D. McLeod, of the Town of Barrie, in the County of Simcoe, *Commissioners*, to visit the Public Schools of the said Counties of Prescott, Russell, Essex, Kent and Simcoe, for the purpose of making full and careful enquiry by personal inspection and any other way they may deem expedient, into the teaching of English in the Public Schools of the said counties in which the French language is taught, and the observance of the Regulations of the Education Department generally by teachers, trustees and other school officers therein, and to make full report with regard to the same to the Education Department with all convenient speed.

The said Commissioners are also authorized and hereby directed to consider and report in what way the study of English may be most successfully promoted among those accustomed to the use of the French language as their mother tongue, and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise as is conferred upon Public School Inspectors under Regulation 9 of the Education Department.

GEO. W. ROSS,
Minister of Education.

EDUCATION DEPARTMENT,
Toronto, 13th May, 1889.

To the Hon. G. W. Ross, M.P.P.,
Minister of Education,
Province of Ontario.

SIR,—We the undersigned Commissioners having received the foregoing Commission proceeded at once to the discharge of the duties therein assigned to us and have the honor to report as follows :

COUNTIES OF PRESCOTT AND RUSSELL.

French-speaking Population.

Before speaking in detail of what are commonly known as the French Schools in these counties, it may not be out of place to speak of the immigration of the French people and of the circumstances under which these schools were established.

The first settlers, who were English-speaking people, settled chiefly upon the high lands, and left unoccupied the low or swamp lands, of which there were large areas that could be reclaimed only by very great labor.

The first French-Canadian settlers went into this part of the Province as lumbermen, and finding the soil good, they purchased these unoccupied lands at a low price and settled upon them in large numbers.

The increase in the French-speaking population during the past thirty-eight or forty years has been very marked as is shown by the following census returns for the years 1851, 1861, 1871 and 1881 :

	1851.	1861.	1871.	1881.	Increase per cent. from 1851 to 1861.	Increase per cent. from 1861 to 1871.	Increase per cent. from 1871 to 1881.
Total population	13,357	22,323	35,991	47,939	67	61	33
French population.....	4,126	9,447	15,223	24,223	129	61	60

During the past twenty years many of the English-speaking people have removed to other parts of the country and very few of that class have moved into the counties. The result is, that the increase of the English population has been less than that of the French.

While unoccupied lands could be obtained the immigration of French-Canadians continued ; but as nearly all these lands have now been purchased and brought under cultivation, this immigration has, of late, been very much reduced. Several of the old settlers told us that during the past four or five years it had almost entirely ceased. They also stated that many French settlers had recently sold their farms and removed to Manitoba or the Western States.

French Language in the Schools.

As the French-Canadian people and the English-speaking people, on coming into the district, settled in separate communities, the school sections became, to a great extent, essentially French or essentially English. The boundary lines are not

always distinctly drawn, yet, in most cases, the early distinctive racial character of neighborhoods still remains. As an evidence of this, we found that in no less than thirty schools every child whose name was entered on the roll was of French-speaking parents. As whole sections were settled by the French, or as a majority of the people in a section became French, teachers who could speak French were employed, and French became the language of many schools, as it was already the language of the sections. The present English schools, have always been English since they were first established, and most of the French schools have always been French, yet in a few cases, schools which were formerly English and in which English teachers were employed, are now taught by French-speaking teachers. This is due to the greater increase of the French population. In all cases where English children attend French schools, inspectors, and trustees make special efforts to secure the services of teachers who can speak both English and French. In this, however, they are sometimes not very successful, and many English parents complain that their children are imperfectly taught by French teachers, whose knowledge of English is too limited to enable them to impart instruction properly in that language. For this reason some have taken their children from their own school which is taught by a French teacher, and have sent them to an English school in another section. French ratepayers also, contend that their children sometimes receive but scant justice from teachers who cannot speak French.

Official Recognition of French Language.

We find that as far back as 1851 it was ordered by the Council of Public Instruction "In regard to teachers of French that a knowledge of French grammar be substituted for a knowledge of English grammar, and that the certificate to the teacher be expressly limited accordingly."

By resolution of the Council of Public Instruction, dated April 20th, 1868, the following French text-books were authorized for use in French Schools in Ontario :

- "Cours d'Arithmétique Commerciale."
- "Abrégé de la Géographie Moderne."
- "La Géographie Moderne"
- "Grammaire pratique de la Langue Anglaise."
- "Traité Élémentaire d'Arithmétique."
- "Le Premier Livre de l'Enfance."
- "Cours de Versions Anglaises."
- "Grammaire Française Élémentaire."
- "Traité de Calcul Mental."

In 1879 the following list of French text-books was authorized. Several of these books are still in use and some others, as the French Readers, which are not authorized have been introduced into the schools.

"FRENCH TEXT-BOOKS IN USE IN ONTARIO MIXED SCHOOLS."

NOTE.—E. means suitable for *Elementary Schools*. M. means for *Model or more advanced schools*. A. means for *Academic or superior schools*.

"In Public Schools where there are both Protestant and Roman Catholic French scholars, the books sanctioned by the Protestant and Roman Catholic Committees of the Council of Public Instruction for Quebec may be used, as follows " :—

- Arithmétique de Bouthillier. Publiée par MM. Cremazie. E.
- Cours d'Arithmétique Commerciale. Imprime chez Eusèbe Senecal. Montreal, 1863. M.
- Cours de Tenue des livres, en partie double et en partie simple. Imprime chez Eusèbe Senecal. Montreal, 1861. M.
- Abrégé de la Géographie Moderne. Publiée par la Société d'Éducation de Québec. E.
- La Géographie Moderne de M. Holmes. M.A.

- Abrege de l'Histoire du Canada de M. F. X. Garneau. E. M.
- Grammaire de Lhomond (Edition de Julien) et les Exercices sur la même. E.
- La Serie des Cours de Grammaire de Julien et les Exercices sur Icfex. M.
- Petit Traite de Grammaire Anglaise à l'usage des Ecoles primaires. Par Charles Gosselin, Quebec. E.
- Manuel d'Anglais ; Grammaire et Thèmes. Par P. Sadler, Paris, 1829. E.
- Manuel d'Anglais, thèmes et Syntax. Par le même, Paris, 1840. E.
- Grammaire Pratique de la Langue Anglaise. Par le même, Paris, 1848. M.A.
- Cours de versions Anglaises. Par le même. M.A.
- Manuel Classique de Conversations Françaises et Anglaises. Par le même. M.A.
- Nouveau Dictionnaire. Portatif Anglais-Français et Français-Anglais. Par le même. M.A.
- Precis Elementaire d'Histoire Naturelle. Par Zeller. Paris, 1858. M.A.
- Traite d'Agriculture Pratique. Par J. F. Perrault, Montreal, 1858. E.M.
- Dictionnaire Classique de Benard. Edition de 1863, Paris.
- Reponses aux Programmes de Pedagogie et d'Agriculture. Par M. l'Abbe Langevin. Second edition.
- Grammaire Française elementaire. Par F. P. B. E.
- Traite de Calcul mental. Par F. E. Juneau. E.M.
- Traite elementaire d'Arithmetique. Par F. X. Toussaint. E.M.
- Tenue des livres, en partie double et en partie simple. Par Napoleon Lacasse. E.M.
- La Grammaire Complète de Poitevin. M. A.
- Traite d'Analogie Grammaticale. By the same. M.A.
- Traite d'Analyse Logique. By same. M. A.
- Cours Complet de Dictées. By same. M. A.
- Le Premier Livre de l'Enfrance. By the same. E.
- La Grammaire du Premier Age. By same. E.
- La Grammaire Elementaire. By the same. E.
- Manuel d'Anglais, Sixième partie : Leçons de Literature Anglaise. Par P. Sadler. Paris, 1841.
- Manuel d'Anglaise, Cinquième partie : Leçons de Literature Anglaise. Par P. Sadler. Paris, 1841.
- Manuel d'Anglais, Deuxième partie : Versions et Dialogues. Par P. Sadler. Nouvelle edition. Paris, 1857.
- Exercices Anglaises, on cours de Themes gradues. Par P. Sadler. Douzieme edition. Paris, 1857.
- Nouvelle Methode pour apprendre à bien lire. Par J. E. Juneau.
- Grammaire Française. By F. P. B. E.
- Lectures Instructives et Amusantes, en manuscrit. By F. P. B. E.
- Traite de Calcul mental. By F. E. Juneau. E. M.
- Syllabaire for Elementary Schools only. By Messrs. Juneau and Lacasse. Quebec, 1868. E.
- Traite de Chimie Agricole. By Dr. Larue. Quebec, 1868. E. M.
- Traite d'Analyse Grammaticale. By M. Napoleon Lacasse. Quebec, 1867. E. M.
- Grammaire de Bonneau et Lucat, revised by M. Michaud. E. M.
- Traite de l'Art epistolaire. Sorel. E. M.
- Abrege de la Grammaire Française, tenth edition. By C. J. L. Lafrance. Quebec, 1867. E. M.
- Traite elementaire d'Arithmetique. By L. H. Bellerose. Montreal, 1867. E. M.
- Nouveau cours de Langue Anglaise on the plan of Ollendorf. Beauchemin and Valois. Montreal, 1868. E. M.
- Elements de Botanique et de Physiologie vegetale, suivin d'une petite flore simple et facile de la Province de Quebec. Par M. l'Abbe Ovide Brunet. E. M. A.
- Histoire du Canada à l'usage des maisons d'education. Par le Rev. C. H. Laverdiere, A.M. E. M. A.

It does not appear that this continued use of French text-books arises from a desire on the part of the French to exclude the English language from the schools. We conversed with all classes of the French people, and they invariably expressed themselves not only as *willing*, but as *desirous* that their children should learn the English language. They are also desirous that they shall learn to read and write in French—their mother tongue.

Teachers.

As already stated, French-speaking teachers are usually employed in schools where the majority of the pupils are French, and although four English-speaking teachers are employed in such schools, yet these teachers speak French fluently.

The supply of teachers has been obtained in the past almost entirely (1) from the Public Schools within the counties and (2) from various educational institutions in Ottawa and in the Province of Quebec. Of the sixty-nine teachers employed in the French schools inspected by us, only three had attended a High School, and only two had received any training in either a Normal or a Model School in Ontario. One had a Second Class certificate, one had a Third Class certificate, two had County Board certificates, forty-seven had District certificates, and eighteen, of whom five were assistants, had Permits granted by the inspectors. Taking the proficiency of the French teachers in the use of the English language as the basis of classification, twenty-six may be classed as good, twenty as fair, and nineteen as not competent to teach English with any degree of efficiency.

Examination of Teachers.

The Board of Examiners for the counties of Prescott and Russell issues District Certificates, valid for the schools in sections where French is the prevailing language. An examination is held on questions prepared by the Board, and is conducted partly in English and partly in French. The inspectors informed us that the English portion of the examination had been increased by them from time to time, and their printed circular, issued in January last, announces that for the present year the examination, except the part which relates to the French language and literature, will be conducted wholly in English. The inspectors are thus trying to raise the standing of the teachers in English, but in order to provide teachers for the schools, they will doubtless be obliged in many cases to accept a low degree of qualification. Certain it is that many teachers are now teaching on temporary certificates who could pass but a poor examination in English.

In inspecting these schools we kept before us the course of instruction in the following circular issued by the Department in September, 1885 :

“General Directions for Teachers of English and French Schools.”

“The following exercises are submitted for teachers in charge of English and French schools, as an outline of the course to be pursued in order to secure a better knowledge of the English language:—

COLLOQUIAL EXERCISES.—Names of things in the school-room, names of things in the street, names of things in a dwelling, names of articles of food, names of the parts of the body, etc. Such exercises may take the form of object lessons.

READING.—Class I. from Part I. Ontario Readers ; Class II. from Part II. Ontario Readers ; Class III. from Book II. Ontario Readers ; Class IV. from Book III. Ontario Readers. Some lessons to be memorized in each class.

SPELLING.—Class I., copying on slate, lessons from board and reader ; Class II., as for Class I., easy oral exercises and dictation ; Class III., copying on slate or paper, dictation, oral exercises.

COMPOSITION.—Class III., as for Second Class ; Class IV., reproduction of stories, description of pictures, of subjects treated of in object lessons, etc., letter writing.

GRAMMAR.—In Classes I. to IV. inclusive, the instruction should consist chiefly of a systematically arranged series of exercises, oral and written, in the correct use of language ; the materials to be drawn from objects and reading lessons of the respective grades.

PRONUNCIATION.—To receive special attention in all grades.

TIME.—Classes I. and II., at least two hours a week ; Classes III. and IV., at least four hours a week."

Schools.

Before speaking of the work done in the schools, it should be mentioned :

I. That the schools in the several counties were inspected at a time of the year (May and June) when the attendance in rural schools consists chiefly of the younger pupils.

II. That the teaching of little children in two languages necessarily adds to the work of the teacher, and for a time renders the progress of the pupil slower than it would be in a school in which only one language is taught.

With reference to the instructions contained in your circular just quoted we find :

I. That some English is taught in every school.

II. That the Ontario Readers have been introduced into every school.

III. That the pupils are usually well supplied with English reading books.

IV. That in at least twelve schools the work done in English is much beyond the amount prescribed.

V. That in 24 schools more time is given to English than that prescribed in the circular ; in 6 the time prescribed is given and in 28 less than the time prescribed is given.

VI. That in very few schools has sufficient attention been given to colloquial exercises.

In several schools only young children were present, and classes were therefore confined to pupils in the First Reader. It should be mentioned, however, that whenever the teacher was at all proficient in speaking English, and when the school contained pupils who had been attending some time, these pupils were almost invariably in the third or fourth class in English, showing that progress was being made in this subject. In 17 schools the results were very satisfactory indeed, and in several cases quite equal to the work done in good English schools. In 21 schools fair progress was being made, and in 18 the pupils knew very little English.* The backward condition of these last mentioned schools must be attributed, we believe, mainly to the inability of the teachers to speak English freely. If the children are to learn to speak the English language their teachers must be able to speak it. The teacher who finds it difficult to express his thoughts in English, to pupils who know even less of English than himself, naturally uses the language which both he and they understand.

The lack of progress is not, however, the result of this cause only. We found in two schools in which English-speaking teachers were employed, that the standing of the pupils was quite below that of the French pupils in several schools whose teachers could speak comparatively little English. In the one case the teachers had taught by good methods and had labored faithfully, in the other the teaching of English had evidently been neglected. As many of the teachers have attended only the Public Schools in the

* Two schools—15 Alfred and 19 E. Hawesbury given in the schedule are not included in this classification.

district, and have received no professional training, they are not proficient in approved methods of teaching, and the method usually followed in teaching the children to speak English is very defective. A child learns first to speak a language, then to read it. We never teach him the spoken language through the written. He may learn from books to pronounce, and to translate from one language into another, but he will learn to *speak* the language only by the *practice of speaking*. The general principle that we learn to do mainly by doing, holds true in this case as in all others.

The method usually followed is to teach the children to read the first French book, and in some cases a part of the second book, before they learn any English. The first English book is then placed in their hands, and they are taught to read or rather to pronounce, as their first exercise in English. The teacher gives the meaning of the words by translating into French, and as the pupils advance they are required to spell the words, and to translate regularly from English into French and sometimes from French into English. This is the method practised in a majority of the schools. The pupils are taught to read and translate in the hope that they will thereby learn to speak English. We need not say that the hope in most cases is still deferred. The pupils usually translated freely and correctly, and spelled nearly, if not quite as well as the English pupils present in the schools; but only those who had been taught orally, and who had been trained to give their answers directly in spoken English, showed any readiness in speaking the language.

This defect in the system of teaching has become apparent to the French people themselves. Some parents complain that their children are making very slow progress, and in many cases are learning to read words and sentences which they do not understand.

Pupils not Learning English.

At least 90 per cent. of the pupils reported as not learning English were in the first French reader, or had been recently promoted to the second class. Very few were found in higher classes who were not learning English.

There is difference of opinion as to the time at which it is best for a pupil to enter upon the study of the English language, but the practice followed in the schools appears to commend itself to a majority of the teachers, and is in accord with the wishes of the parents. What we have to recommend on this subject will be found under the heading of recommendations.

COUNTY OF ESSEX.

About the year 1700, French-Canadian pioneers from the Province of Quebec began to settle along the south side of Lake St. Clair and the Detroit River, in what is now the County of Essex. From the census returns since 1851, we find the population of the county and the French population to be as follows:—

—	1851.	1861.	1871.	1881.
Total population	16,817	25,211	32,697	46,962
French “	5,424	3,706	10,539	14,658

From these figures it will be seen that the total population and the French population have increased at about the same rate. From 1851 to 1881 the increase of the former was 179 per cent., and of the latter 172 per cent. The returns of the French for 1861 are evidently incorrect. Surrounded as the French people are in this county by

English-speaking people, they are constantly brought in contact with the English language; and, in consequence of this, they usually understand English and speak it with some fluency, though French is the language of their homes. Their language, their religion and their love of nationality have been fully preserved.

Although racial identity is still distinctly marked, yet the English-speaking and the French-speaking people live side by side in harmony with each other. The French schools, with three exceptions, are in North Essex, and are under the supervision of Mr. Girardot, Public School Inspector. From the testimony of persons occupying prominent positions in this county, and from our own observation, we believe that the prudent and impartial manner in which the school law and regulations have been administered by that gentleman for so many years, has exerted a beneficial influence in preventing race prejudice, and in furthering the educational interests of all classes alike.

Schools.

There are thirty schools in the County of Essex in which French is taught, and all were inspected by us. Many of these could scarcely be distinguished from English schools. In twelve schools, English is mainly the language of the school; in fourteen, French and English are taught about equally; and in four, French is the language of the school, the teaching in English being limited to reading and translation. The work done in these schools is about equal to what is done in the ordinary English rural school. The school houses and grounds usually show neatness and taste, and the schools are very well supplied with desks and other requisites. Taking the standing of the pupils in English as the basis of classification, seventeen schools may be classed as good, six as fair, and seven as poor and unsatisfactory.

The practice referred to, in connection with the schools in Prescott and Russell, of teaching the children to acquire some proficiency in reading French before they begin to learn English, is the practice adopted in the County of Essex also. Teachers claim that the French child learns to read English more readily after he has learned to read a little in his own language. The schedule, in which the statistics are given for each school, shows a large number of pupils who are not learning English, but these, with very few exceptions, are either in the First French Book or in the First Part of the Second Book. We believe, however, that the numbers are too large in many schools, and that some teachers are not so prompt as they should be in beginning to teach English to their pupils. The method usually followed in teaching English to the French children is the same as that practised in Prescott and Russell, viz., reading, spelling and translation. Scarcely any attention has been given to colloquial exercises or oral instruction in the junior classes. As many of the pupils, however, had learned to speak English by associating with English children, this defect in the teaching was not so noticeable as it would be in schools entirely French.

Teachers.

Of the thirty-four French teachers employed in these schools, twenty-nine could speak English with considerable fluency. The remaining five could speak a little English, but not enough to enable them to give instruction efficiently in this language. Six English-speaking teachers were employed, and five of these were more or less qualified to give instruction in French. Four teachers have Second Class certificates, twenty-six have Third Class, seven have Permits, and three teachers in the Windsor school have no regular certificates. As the schedule shows, this school was set apart by the Public School Board for Roman Catholic children, and these teachers have been engaged by the Board on their qualification as Separate School teachers. Twenty-five had received professional training in Ontario, and six had received their education in the Province of Quebec.

There is no special examination for French teachers in the County of Essex. All candidates for certificates take the departmental examination in English, and attend the County Model School. All do not succeed in taking the requisite number of marks, and in order to furnish a supply of teachers for the schools, it is found necessary to grant temporary certificates to those who come near the required standard.

TOWNSHIP OF DOVER, KENT Co.

In this township there are five schools in which nearly all the pupils are French. Six teachers are employed, of whom three are English and three are French. In three schools little attention is given to French, English being the language of the schools. In one school about one hour a day is given to the French language, and in the remaining school about half the time is given to English. In the primary division of school No. 3, which consists of pupils in the First and Second Readers, scarcely any English is taught. All the teachers except the assistant have regular certificates, and have received professional training. These schools are similar to the French schools in the County of Essex, and require no special remarks.

TOWNSHIP OF TINY, SIMCOE Co.

In this township there are three schools in which the majority of the pupils are French, and these are taught by French-speaking teachers. Another school, in which about half of the pupils are French, is taught by an English-speaking teacher, but a French assistant is usually employed. The teacher of the last mentioned school has a Third Class certificate. The French teachers have certificates granted in the Province of Quebec, and made valid by the Simcoe County Board of Examiners, for the schools in which they are employed. The French teachers do not speak English with much fluency, and the knowledge of English possessed by their pupils is quite limited. Some English however, is taught in all the schools, and the pupils are well supplied with the Ontario Readers. The inspector, Mr. Morgan, informed us that a French teacher was formerly employed in school section No. 10, in which there are twenty-two French children, but that an English-speaking teacher had been employed during the past eight years. He also stated that an English-speaking teacher is employed in school section No. 18, in which about 75 per cent. of the children are French, and that English is exclusively the language of the school. The teachers in Nos. 6, 10 and 18 do not speak French. Two of these teachers stated to us that they experience difficulty in teaching the young French children, and are often obliged to use the older pupils as interpreters. In the town of Penetanguishene there is a Protestant Separate School, established many years ago. In the public school, English has always been taught, but French was also formerly taught in the junior division, by teachers who could speak both French and English. For several years past English has been taught exclusively, although more than half of the pupils are of French parentage. These facts show that the teaching of English is being increased in this district. It is noticeable that no religious instruction is given in the French schools in the county of Simcoe.

English Text-Books Used.

Of the 97 schools inspected by us, 24 are supplied with a full set of the authorized English text-books, 43 have the full set of Ontario Readers, or have the I, II and III books with other authorized English text-books, as shown in the schedule; 19 have I and II books, and 11 have the I book only.

French Text-Books Used.

General use is made of the French text-books authorized by the Council of Public Instruction for the Province of Quebec. Some of these books, such as those on arithmetic, geography and grammar, are authorized by the whole committee of the Council, consisting of both Roman Catholics and Protestants; others, such as the readers and

some of the histories are authorized by the Roman Catholic committee of the Council for the Catholic schools of Quebec. As stated elsewhere in this report, books of the first class were authorized for Public Schools in Ontario in the years 1868 and 1879. No authorization has ever been given in Ontario to books of the second class. They have heretofore been suffered to remain in use, and no other books have been provided adapted to the requirements of these French schools.

The Readers, a graduated series of five books, were prepared by Mr. A. N. Monpetit, and are known as the Monpetit series. Whatever features of excellence these books may possess, they are unauthorized and they contain teachings peculiar to the Church of Rome. Protestants complained to your Commissioners of the use of these books, as it brings their children in contact with religious teachings contrary to their own convictions. By far the most objectionable book from this point of view is an elementary reading book, "*Le Syllabaire des Ecoles Chrétiennes*," which is used in many of the schools.

Of the histories found in the French schools, those in common use are the works of Garneau, Toussaint, Miles, and an *Abrégé* or *Epitome* of Sacred History, of the History of France and of the History of Canada. Garneau's history is generally faithful and scholarly, although the writer has a manifest preference for the French. The history written by Miles is a translation of an English work. Both it and Garneau's history have been authorized for use in the French schools in Ontario. Toussaint's history and the *Abrégé* are written in a spirit unfriendly to the British Empire and to the development of a patriotism embracing the whole Dominion of Canada. The use of these books should not be continued in the schools.

Religious Exercises in the Schools.

Your Commissioners found that religious exercises occupy a prominent place in the schools inspected by us. In 57 schools, religious instruction is given during school hours, in 22 it is given either before or after school and in 18 no religious instruction is given. This instruction is given by the teachers from a catechism prepared for children of the Roman Catholic Church, and it is to the teaching from this catechism that reference is made in the schedule and summary when religious instruction is spoken of.

In some of the schools special instruction is given from this book, for a certain portion of the year, to children who are preparing for their first communion.

The prayers in use, in addition to the Lord's Prayer which is used in almost every school, are taken from the Roman Catholic books of devotion. These prayers are, in some schools, used at the opening and close of the school, both in the forenoon and afternoon. In some of the French text-books in use, which are elsewhere referred to in this report, the tenets, peculiar to the Roman Catholic Church, are more or less prominently introduced.

In addition to these methods of inculcating religion, there were found in many of the schools in the county of Essex, pictures of a religious character, the crucifix, and small statues or images of saints. In two instances in the county of Prescott, altars were found in the schools. It was stated that these were erected during the month of May for services of a special nature for the people of the neighborhood, who assembled in the school houses for evening prayers, as the churches were at a considerable distance from these localities.

The prominence given to the Roman Catholic religion in these schools is objectionable to the English speaking Protestants generally. The regulations provided by law on this question are ample to give protection to the religious convictions of all classes of people. They allow sufficient liberty to Protestant and Roman Catholic alike, for imparting religious instruction without infringing upon the ordinary work of the school. In order, therefore, to remove all ground of complaint against the existing state of things, it is only necessary that the schools be brought into harmony with the law.

The regulations governing religious exercises in the schools are as follows :—

Revised Statutes and Regulations respecting Public and High Schools, Ont., 1887, pages 143, sections 200 to 206 ; 104, section 8 and 7, sections 7 and 8.

Religious Exercises, page 143.

200. "Every Public and High School shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

201. "The Scriptures shall be read daily and systematically without comment or the explanation, and the portions used may be taken from the book of selections adopted by Department for that purpose, or from the Bible, as the Trustees, by resolution, may direct.

202. "Trustees may also order the reading of the Bible or the authorized Scripture selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

203. "No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

204. "If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school-room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

205. "When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing, and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

206. "The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each schoolhouse, at least once a week, after the hour of closing the school in the afternoon ; and if the clergy of more than one denomination apply to give religious instruction in the same schoolhouse, the Board of Trustees shall decide on what day of the week the schoolhouse shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instructions to the pupils of his own church, provided it be not during the regular hours of the school."

Page. 104. 8. "The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the Trustees by resolution may, for the purpose of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period."

Page 7. 7. "No person shall require any pupil in any Public School to read or study in or from any religious book or to join any exercise of devotion or religion, objected to by his or her parents or guardians."

8. "Pupils shall be allowed to receive such religious instructions as their parents or guardians desire, according to any general regulations provided for the organization, government and discipline of Public Schools."

RECOMMENDATIONS.

Training of Teachers.

In the counties of Prescott and Russell the French candidates for teachers' certificates have, in most cases, only an imperfect knowledge of English—too imperfect to enable them to take with advantage the prescribed course, as given in English in our

High Schools and Model Schools. They do not therefore attend those schools to prepare for teachers' examinations.

To provide competent teachers of English for the French Schools, and to meet some of the difficulties mentioned in this report we have to recommend :

I.—That a special school be established for the training of French teachers in the English language.

This school should be placed under teachers who can speak both English and French, and who are thoroughly competent to give instruction in these languages.

It should provide the ordinary non-professional course, and should also furnish facilities for professional training as given in County Model Schools.

Candidates on completing their course in this school should be prepared to take the regular examinations in English prescribed for teachers' certificates ; and only those who have passed such examinations should receive a license to teach.

II.—That special institutes be held for the immediate benefit of the teachers now employed in the French Schools.

III.—That the attention of the teachers be called at once to the necessity of making greater use of the oral or conversational method in teaching English.

Text-books.

IV.—That a bi-lingual series of readers—French and English—be provided for the French Schools in Ontario.

If this were done parents would be saved the expense of purchasing two sets of books of which many now complain.

The work of both teacher and pupil would be simplified, and there would be placed in the hands of the pupils books that would aid them materially in acquiring a knowledge of both languages.

Under competent teachers, with such books, the pupil should, on completing the second book be sufficiently familiar with English to enable him to receive instruction in this language in the various subjects prescribed. We recognize the difficulties inseparable from the introduction of another series of readers, but we believe they would be more than counter-balanced by the advantages to be derived therefrom.

V. That the use of unauthorised text books in these schools be discontinued.

Religious Exercises and Instructions.

VI.—That the attention of trustees and teachers be called to the provisions of the law governing religious instruction in Public Schools, as there seems to be a general lack of information on this subject.

General Remarks.

The object aimed at in the Public Schools of the Province, is to give to the youth attending them such an education in the common branches of knowledge, as will fit them to occupy creditably the positions in life they may be called to fill, and this education should be imparted in the English language. Any departure from this rule should be only partial and in accommodation to the peculiar circumstances of certain sections of the country, in order that the end sought may thereby be more fully attained.

There can be no question as to the fact that in all the French schools in the several counties visited, notwithstanding particular cases of backwardness or inefficiency, an effort is being made to impart a knowledge of the English language ; and not only

so, but this work is receiving a larger amount of attention at present than in former years. There are some of these schools in which English has been well taught for many years, so that they are practically English schools. There are also some, as will be seen from the statistical statement forming part of this report, in which the English language is largely used in the work of the school. This is the case more particularly in the counties of Essex and Kent.

There are some schools in which the time given to English and the use of that language in the school are too limited; but even in these, more attention is paid to English than formerly, and the use made of it in the work of instruction is greater than it was a few years ago.

In dealing with these schools, in order to raise them to a higher standard, and to secure a satisfactory teaching of the English language in them, time must be allowed, and patience must be exercised. For many years, the French people were allowed to conduct their schools in their own way, no exception being taken either by the Education Department or by the Public. Special provision was made to secure French teachers for them and French text-books were authorized for their schools. They have lived for a long period in the localities where they are found, enjoying the use of their native language. They are strongly attached to it. It is the language of their fathers, and the language used in their homes and spoken by their children. It is natural that they should cherish it with affection, and desire their children to acquire a knowledge of it. If the schools are dealt with justly, and with due consideration for the feelings of the people, and if the recommendations made in this report are adopted, we believe these schools, within a reasonable time, will be raised to a degree of efficiency that will be satisfactory to both the English and the French people.

We have reason to believe also, that whatever changes may be necessary to render these schools more efficient, and to advance the children more rapidly and intelligently in the knowledge of English, will be welcomed by the French people themselves. We have found, that, on the whole the people take a deep interest in the education of their children. In many of the rural sections in Prescott and Russell, the school houses are inferior and poorly equipped and the salaries very small, yet in some sections and villages, the people have manifested their appreciation of the importance of education, by providing excellent buildings and paying fairly liberal salaries to the teachers.

While many of the teachers as already stated do not speak the English language fluently, we know that teachers may give instruction in languages in which they cannot converse. At the same time it is necessary that all the teachers of our public schools should be familiar with the English language, and be able to speak it fluently. And it is found generally that in those schools in which teachers are able to use that language with freedom, they have brought their schools to a very creditable degree of proficiency.

English teachers say that they find their inability to speak French a serious hindrance in teaching French children who do not understand English. The teachers employed in these French schools should be able to speak French, as well as English. A sufficient supply of English students willing to undergo the labour and expense necessary to fit themselves for teaching in these French schools, could not be obtained for the small salaries paid. Hence the necessity for providing such means as are recommended in this report, by which French speaking students can be trained both in the knowledge of English, and in the theory and practice of their profession.

It must be remembered also that the teachers in these French schools have to carry on their work in the face of difficulties not met with in an exclusively English school. Especially is this the case in those districts which are wholly French, or in which there are only a few English speaking residents. The pupils hear no language out of school but French. They have no occasion to make use of the English language and their progress in learning it is necessarily slow.

It will be observed that this report bears exclusively on the schools among the French people and in which the French language is used. It has to do with the progress of the

English language in French districts. There has not therefore been any special reference made to the English minority. Their situation is, in not a few cases, one of difficulty. The schools as now conducted are not satisfactory to them. Their children come in contact with views of religious and national questions with which they are not in sympathy. The question should, therefore, be considered with special reference to these difficulties. Whatever text-books are used should be such as Protestants can put with satisfaction into the hands of their children, and whatever in any public school prevents or renders undesirable the attendance of those children should be removed.

Interviews were had with many of the older residents in the districts visited, and with those interested in the questions under investigation. It was found that while there were complaints made by the English speaking minority in some sections, on the grounds already referred to, yet in other sections people similarly situated had no complaints to make. Some of the people spoken with seemed to think, that there had been in recent years an increased determination on the part of the French people to give prominence to their language to the exclusion of the English. They believe they see evidence of this in the social and educational tendencies in their localities. While this may be the case in some places, residents in other districts had observed no tendency in that direction.

Before leaving the subject of these schools it is only just to teachers and pupils to state that your commissioners were much pleased with the politeness and good conduct of the children, both in and out of school.

We have also to thank teachers, trustees and inspectors for their uniform courtesy and for the valuable assistance rendered us in conducting this investigation.

We have pleasure also in recognizing the kindness with which we were received by the people in the districts visited.

All of which is respectfully submitted.

ALFRED H. REYNAR, M.A.,
D. D. McLEOD,
J. J. TILLEY.

Toronto, Aug. 22nd, 1889.

SCHEDULES.

EASTERN COUNTIES.

COUNTIES OF PRESCOTT AND RUSSELL.

TOWNSHIP OF ALFRED.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of Certificate.	Where educated.	Has taught.	Yrs \$.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
2 Marie Gauthier	O. C. B. Que..		Yrs 25	\$ 225	38	2	19	all	none.	1	1	1			Hours. 3	none.		Only young pupils present and these had a fair knowledge of English considering the short time they had been at school.
4 Thos. Stuart.....	Dis....	Ot'wa	1	240	49	14	22	all	"	1	1	1	1		1	none.		English speaking teacher; only small children in Part I. present, and these knew very little English.
6 Elvina Campeau.....	"	Ot'wa	2	200	49	none.	31	all	"	1	1	....	....	....	2	25 min.		Pupils making good progress considering that they never hear English spoken except in the school-room.
8 Clarendia Lalonde	"	P. S.	5	220	64	"	40	50	14	1	1	1	....	1	1	15		Pupils very backward.
9 Eugenie Jolicoeur	Per....	Ot'wa	2	200	32	"	16	11	21	1	....	....	....	....	1½	none.		Pupils making satisfactory progress.

Number of School Section.

TOWNSHIP OF CALEDONIA.

NAME OF TEACHER.	TEACHERS.				PUPILS.								CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language.	Hours.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.							
C. 7 and 6, 2. Plantagenet.	Per.....	Que...	yrs.	\$	40	none	39	19	21	1	1	1	1	1	2	30 mins. during and after school.	Pupils in First Book knew merely the names of a few objects. Class in Second Book did very well indeed.				
	Dis	P. S..	2	195	38	8	18	15	15	1	1	1	1	1	1½	30 mins.	Pupils very backward in English.				
	"	"	2½	200	56	none	35	26	30	1	1	1	1	1	1½	30 "	Pupils could read and spell very well and understand the meaning of short sentences, but could not express their thoughts readily in English.				
10	Eleonore Villeneuve.....																				
12	Mary Beaulne																				

TOWNSHIP OF CAMBRIDGE.

5 Delvina Casault	Dis.....	Ot....	8	300	68	none	52	all	none.	1	½	30 "	Only very young pupils present, and these were making a fair beginning in English.
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6	Caroline Grignon	Per.....	"	6 m.	225	70	12	48	38	20	1	1	1	1	1	2	The French children had learned but little English previous to this year, and were making good progress.
7	Cordelia O'Sullivan	Dis.....	"	3 m.	225	46	none	36	38	8	1	1	1	.....	.....	1	25 mins.	English speaking teacher; pupils very backward indeed, know scarcely any English.
10	Vitaline DeGuire	"	P. S.	3	210	52	14	34	21	17	1	1	.....	.....	.....	1½	20 "	Only small pupils present and these had made but little progress as yet in English.

TOWNSHIP OF CLARENCE.

5	F. Rochon, Principal. Eugenie Joly, Assist.	Dis..... "	Que... P. S.	12 6 m.	350 150	154	none	78	120	34	1	1	1	1	1	1	2	Pupils in senior division were making good progress and showed much interest in their work. In the junior division pupils knew but little English.
6	Jos. Menard Emmee Lalonde	"	P. S. "	13 1½	360 190	114	8	78	all	none	1	1	1	1	1	Ar, Geog. Gr.	4	English has always been taught but more during this year than formerly. Pupils were well advanced in English—younger pupils seemed much interested in this subject.
8	Edwidge Richer Emilie Bissonette	Dis..... Per.....	Que... P. S.	3 6 m.	240 150	95	3	65	58	34	1	1	1	1	1	.....	3	Pupils did unusually well in English and in other subjects, and gave evidence of excellent teaching.

TOWNSHIP OF CLARENCE.—Continued.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS.				Other English text-books used.	Hours. Time given daily to teaching in the English language.	Time given daily to religious instruction.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
11	Athenaise Guedon	Dis.....	P. S.	1½ yrs.	\$ 200	55	none.	40	all	none.	1	1	.....	.....	.....	.....	1	30 min.	Only a few pupils learned English before this year. All now learn it by order of Inspector. Those present had been learning English but a few months, and had therefore made but little progress.
12	Blanche Paroton.....	"	Que... ..	3 yrs.	200	53	"	38	41	12	1	1	1	.....	.....	.....	2½	30 "	Pupils were making very good progress in English.
13	Anthony Martel	"	Que... ..	19 yrs.	230	82	"	45	all	none.	1	1	1	1	.....	Gr	4	none.	But little English was taught before 1886. Pupils are making very fair progress.
14	Simeon DeLorne.....	"	Que... ..	12 yrs.	230	58	1	43	all.	none.	1	1	.....	.....	.....	.....	½	45 min.	Very little English taught before this year. All now learn it by order of Inspector. Pupils quite backward, having been taught English but a few months.

TOWNSHIP OF LONGUEIL.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS; "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language.	Hours.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Yrs	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.					
2	Eugenie Quesnel.....	Dis.....	P. S..	7	\$ 200	48	none	30	19	29	1	1	1	1	1	Grammar	2	none.	Pupils read very well and understood the meaning of English sentences, but were backward in expressing themselves in English.	
4	Amanda Charboneau.....	Dis.....	P. S..	5	225	41	none	29	all	none.	1	1	1	1	1	.....	2	none.	The work of the pupils was quite as good as could be expected from small children in a purely French school. The transition from French into English and from English into French was readily and correctly done. By request of trustees more English has been taught during past three years than formerly.

6	Ellen Boudrias	Dis.....	Ot'wa	5	200	49	12	34	22	15	1	1	1	1	1	3	20 min.	Pupils passed a satisfactory examination in English.
15	Alvina Malette.....	Per.....	Que..	3	115	22	none	19	11	11	...	1	1	1	1	1	30 min.	Pupils know scarcely any English.
17	Marie Seguin.....	Dis.....	H.S..	3	200	65	3	25	19	43	1	1	1	1	1	2	none.	Only four French pupils present who were learning English. These did well in reading, spelling and translating English sentences, but were backward in speaking English. The small attendance was caused by prevalence of measles in the section.
18	Philomene Brunet	"	Que..	6	170	38	5	26	28	5	1	1	1	1	1	2	20 min..	Pupils are making satisfactory progress in English. More attention has been given to English during the past few years than formerly.
19	Alma Malette	Per.....	" ..	6 m.	150	43	5	2	all	none.	1	1	1	1	1	2	1 hr....	This school was virtually closed on account of measles in the section.

TOWNSHIP OF NORTH PLANTAGENET.

2	Victorine Millette.....	Dis.....	Que..	5	225	46	5	41	18	22	1	1	1	1	3	none.	Only 2nd Reader and Part II. classes present. Parents object to buy two sets of books. Pupils very backward in English.
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TOWNSHIP OF NORTH PLANTAGENET.—Continued.

Nunmer of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.					Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	Number of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.					
3	{ Moise Lefebvre, Pr. Malvine Villeneuve, Ass't.	Dis	H.S.	9	\$ 505	101	7	74	all.	none.	1	1	1	1	1	Ar., Geo., His. Dr.	5 3	..... none.	All the instruction is given in English in the senior division. One hour is given daily to French reading and French grammar. This school is quite equal to a first class English school. Within the past four years seven of its pupils have taken teachers' certificates, four have passed the entrance examination, and one has passed the civil service examination. Of these only two were English children. Six pupils expect to attend the next entrance examination.
4	Arthime Lemery	O. C. B. Que.	31	225	70	none.	44	42	28	1	1	1	1	1	.....	.....	2	15 min..	English is now taught much more than formerly. Pupils did

6	{ M. Belanger..... Miss Smith	3rd	P. S. .	19	450	161	41	115	all.	none.	1	1	1	1	1	1	Ar., (teo., His. Dr.....	4	none.	In this school there are two French divisions and one English. The latter is taught by an English teacher all the time, and the French divisions are taught half the time by a French teacher and half the time by an English teacher. The examination of the French classes showed very satisfactory results in English. The English division was not examined.
		Dis ..																3		
7	Elizabeth Rochon	Dis	P. S. .	3	200	35	none.	24	all.	none.	1	1	1	1	1	1	.....	2	30 min.	Second and third classes did well; were quick to understand and speak English. First Book classes knew scarcely any English.
8	{ Marie Leduc, Pr..... Josephine Proulx, Ast.....	"	Ot'wa	10	275	41	"	25	all	none.	1	1	1	1	1	1	.....	2	none.	Pupils in senior fourth class were making very good progress—scarcely inferior to English children. In the junior division, pupils were rather backward, but were making progress.
		"	Que. .	4	175	107	"	75	"	"	1	1	1	1	1	1	.....	4	"	
12	Angeline Paiement	Per	" ..	2	225	68	5	51	36	27	1	1	1	1	1	1	.....	1	"	School doing satisfactory work.
13	Griselde Enard	"	P. S. .	2	200	25	2	11	all.	none.	1	1	1	1	1	1	.....	1½	"	Pupils read and translated very well.
15	Marie Regimbel	"	Que. .	4	155	42	none.	30	22	20	1	1	1	1	1	1	.....	1	2 hrs...	Pupils very backward in English; had made very little progress.

TOWNSHIP OF SOUTH PLANTAGENET.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language. Hours.	Time given daily to religious instruction.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
7	Marie LaRose.....	Dis.....	P. S..	1 Yrs	\$ 225	40	none.	21	12	28	1	1	1	1	1	.....	1	none.	Pupils knew scarcely any English.
8	Emma Grant.....	"	Que..	3	200.	64	15	36	35	14	1	1	1	1	1	.....	2½	30 mins.	Only junior classes present, and these knew very little English.
9	Caroline Seguin ...	Dis.....	Que..	12	235	58	none.	35	all.	none.	1	....	1	....	....	.....	2	20 min.	Pupils knew scarcely any English.
11	Albina Roussele.....	Per ...	"	3mo	175	34	2	16	12	20	1	1	....	....	....	.....	1½	30 "	Pupils could read a little and understood simple sentences in English.
12	Antoinette Gauthier	Dis.....	P. S..	2	180	35	none.	25	22	13	1	....	1	....	....	.....	½	15 "	Pupils knew only a few English words.

TOWNSHIP OF RUSSELL.

4	Alphonsine Bruyere	Per	Ot'wa'3 m.	240	64	none.	25	13	51	....	1	1	....	....	....	1	1 hour.	Pupils knew but little English.
7	Laurence Benoit	Per	"	3 250	79	3	43	all.	none.	1	1	....	1	....	His. Geog.	1 1/4	45 min.	Pupils were backward in English and in all other subjects.
8	Exilda Thivierge	Dis.....	P. S...	4 225	60	none.	35	all.	"	1	1	1	....	....	....	1/2	30 min.	An altar was found in this school used by the people for evening service during the month of May. Pupils were very backward in English and in all other subjects.

VILLAGE OF ROCKLAND.

..	{ Emily Sproule, Prin.....	2nd	H. S...	9 350	64	31	43	all.	none.	1	1	1	1	1	1	full set {	all day.	none.	{ Miss Sproule is an English-speaking teacher. The proficiency of the French pupils in English was not satisfactory in either division.
	{ Miss Aymot, Ass't.	Per	Que...	14 300	95	2	13	all.	"	....	....	....	....	....	....	4	"	"	

VILLAGE OF HAWKESBURY.

..	{ Emma Lebel, Prin.....	Dis.....	Que.& H. S.	11 300	31	none.	25	all.	none.	1	....	1	1	....	Gr.	1 1/4	"	"	In senior division pupils did well, especially the II. Class. In intermediate division some pupils did well in English, others poorly. In junior division pupils were making fair progress in English.
	{ V. Charlebois, Ass't.....	"	P. S...	2 225	54	none.	45	all.	"	....	....	....	....	....	....	1	"	"	
	{ Alexina Joly, Ass't.....	Per	P. S...	.... 150	85	none.	45	all.	"	....	....	....	....	....	....	1 1/4	"	"	

VILLAGE OF L'ORIGINAL.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READING BOOKS. "1" indicates that there is a class.				Other English text-books used.	Time given daily to teaching in the English language.	Time given daily to religious instruction.	REMARKS.
	Class of Certificate.	Where educated.	Has taught.	Salary.	No. of pupils on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
{ Alexandre Lalonde. Evangeline Benoit.	Dis.....	Que..	Yrs 9	\$ 300	44 none	41 none	41	all	none.	1	1	1	1	1	Gr. Ar.	Hours. 4	none.	Senior division—Most of the pupils did very well in English but some were quite backward. The general standing of the division in Geography, Grammar, etc., was very low. Junior division—Pupils were making some progress in English but were backward. There is a Protestant Separate School here which English speaking children attend.
	Per.....	Otwa	14	100	42 2	36	36	17	23	.....	.....	.....	.....	.....	.....	2	none.	

In addition to the French schools here reported on there are 4 others, viz., Numbers 3 Cambridge, 16 Clarence, 7 Longueil, and 15 Alfred. Of these the first two were closed for the remainder of the half year, and the last two were closed temporarily. The teacher of the last mentioned school was met by us, and statistics of the school obtained as given in the table. There are also four or five schools in which there are some French pupils who receive instruction in reading and grammar in the French language, but as these schools are taught by English teachers and are under the supervision of the English inspector, Mr. Summerby, we did not think it necessary to visit them.

SCHEDULES.

WESTERN COUNTIES.

COUNTY OF ESSEX.

TOWNSHIP OF ANDERDON.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.					CLASSES IN ENGLISH READERS. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
2	Albert Bondy	3rd.....	Sand. Col.	15 yrs.	\$ 440	66	none	58	42	24	1	1	1	1	1	full set	3	10 mins.	Fourth class did well in all branches and spoke English well. Second class good in English. First class not far advanced. Neighbor'd French, and children seldom hear English spoken outside of school.
6	Antoine Vermette	3rd.....	H. S.	20	400	85	13	48	30	42	1	1	1	1	1	full set	4½	about 5 mins.	English is mainly the language of the school. Pupils did exceedingly well in all branches and spoke English well.
8	Thomas N. Lee.....	II.....	H. S.	6½	425	76	19	61	all but 2 or 3	.....	1	1	1	1	1	full set	5	none	Pupils did very well in English in all classes. English speaking teacher.

Number of School Section.

TOWNSHIP OF MAIDSTONE

1	Joseph Bondy	III.....	H.S..	2	500	87	2	60	30	55	1	1	1	1	1	1	Gr., Geo., Ar.	4	10 mins.	Pupils were rather be- low the average in English.
3 {	Louis Dorais	III	Que..	2½	500	31	15	28	all.	none.	.....	.....	.....	.....	.....	.....	full set.	4½	none.	Senior Division — Ex- cellent in English and in all other sub- jects; 2 pupils will go to the entrance examination.
	Odele Neveux	Per	P.S..	3	100	77	28	64	39	10	1	1	.....	.....	.....	.....	.....	3		Junior Division — Pu- pils did remarkably well; school-house a model of neatness and convenience, much superior to or- dinary school-houses and the best we have seen.

TOWNSHIP OF ROCHESTER.

3 {	Maurice Renaud	III.....	H.S..	3	400	90	none.	70	42	48	1	1	1	1	1	1	Gr., Ar., His., Ol.	3	20 min.	Pupils backward in English.
	Cordelia Girard	Per ....	.....		100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	" "	
5 {	Ella Healy	III.....	H.S..	1½	400	46	3	42	all.	none.	1	1	1	1	1	1	full set.	4¾	none.	19 French pupils in senior division do not learn French by request of parents.
	Emma Dabuc	Per	Que..	20	300	81	8	68	6	67	.....	.....	.....	.....	.....	.....	.....	1	30 mins.	All the pupils in the senior division passed a very satisfactory examination in Eng- lish and in all other branches. In the junior division, pu- pils are getting on slowly with English.

TOWNSHIP OF ROCHESTER.—Continued.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS.					Other English text-books.	Time given daily to teaching in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of Certificate.	Where educated.	Has taught. yrs.	Salary. \$	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.					
6 Joseph Ducharme	III.....	H.S.	5	400	83	9	38	49	25	1	1	1	1	1	1	Geo. His., Ol.	usually after school.	Pupils are making fair progress in English.	

TOWNSHIP OF SANDWICH EAST.

1 Mary McAuliffe	III.....	H.S.	7	450	63	9	50	all	none	1	1	1	1	1	full set	all day	none	English is the language of the school, only eight pupils in this school learn French, all classes did very well indeed in all the branches — could scarcely distinguish this school from an ordinary English school.
2 Philomene Girardot	III.....	H.S.	14	325	29	5	25	15	9	1	1	1	1	1	Ollendorf	24	10 min.	Some of the pupils did very well, others who had attended irregularly did poorly.

3	Eugene Gignac	III	H.S. .	2½	400	67	10	58	22	35	1	1	1	1	1	1	Gr., Gog., Ol.	3	15 min.	Pupils not very pro- ficient in English.
4	John Dugal, assistant absent through illness.	III	Que. .	14	450	152	7	115	35	110	1	1	1	1	1	1	Ar., His., Ol.	3	none	The pupils in the junior division and twenty-one in the senior division do not learn English. All of the above are in the First and Se- cond French readers. French is mainly the language of the school. Pupils quite backward in English.
5	Albert Adam	III	H.S. .	2½	500	58	13	48	30	15	1	1	1	1	1	1	full set...	2	15 min.	All the classes did un- usually well in all sub- jects. Three pupils are going up to the entrance examina- tion.
9	Delphine Gignac	III	H.S. .	3	330	38	None.	35	15	23	1	1	1	1	1	1	Ar., Gog., Gr.	3½	20 min.	Pupils did very well in English, but were backward in other subjects.

TOWNSHIP OF SANDWICH WEST.

1	Eli Benneveau	III	Sand. Col.	20	450	61	None.	44	32	29	1	1	1	1	1	1	full set ..	4	30 min.	Third and fourth classes did very well in Eng- lish. Three pupils are going to the entrance examination. Junior classes backward.
2	Philomene Currier	III	P.S. .	18	375	38	5	30	18	15	1	1	1	1	1	1	full set...	3	10 min.	Pupils understand Eng- lish well. English and French used equally in the school. Classes backward in the general work of school.

TOWNSHIP OF SANDWICH WEST—Continued.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of Certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.					
3	Elizabeth Parent.....	III	H.S..	1½ yrs.	\$ 350	61	11	47	18	32	1	1	1	1	1	1	full set...	4	30 min.	First, second and third classes spoke English very well. English mainly the language of the school.
4	Carrie Predhomme.....	III	H.S..	3	300	36	6	19	9	21	1	1	1	1	.....		Gog., Ar., Ol.	1½	10 min.	Language of school chiefly French. Nearly all who do not learn English are in the French primer. Senior pupils had a good knowledge of English. Juniors were making fair progress.
6	Alfred Benetean.....	III	P.S..	10	385	75	none	64	33	42	1	1	1	1	1	1	full set Ollendorf	3½	15 mins.	Fourth class did well, nine going to entrance examination. Second class rather backward. First class making a good beginning in English.

8 Marie Renaud	III	H. S.	3	325	48	none	38	35	13	....	1	1	1	1	....	full set Ollendorf	3	30	"	Pupils rather backward in English. Lowest class making a fair beginning.
9 Ulrich Nantais	III	H. S.	4½	300	39	10	26	12	17	1	1	1	1	1	....	full set	5	15	"	English is the language of the school. All the classes did well.

TOWNSHIP OF TILBURY WEST.

1 { Marie Lesperance..... Louise Quenville	III	H. S.	2½ 6 m.	150 350	104	4	54	47	53	1	1	1	1	1	1	full set	3 1	20	"	Pupils very backward in the several branches, but could speak English fairly well. Junior division knew very little Eng- lish. Language of the school chiefly English in the senior division, French in the junior.
2 Emil Doyer	Per.....	Que..	6	400	63	3	32	36	24	1	1	1	1	1	1	Arithm'tc Ollendorf	2	none		Third and fourth classes did well in English and in all other sub- jects. Second class not present. First class beginning to use English with some readiness.
3 Margaret Campbell.....	II	H. S.	4	325	60	25	39	19	16	1	1	1	1	1	1	full set	all day	"		English the language of the school. Pupils were making good progress.
6 Michel Belleau	III	Que..	24	375	71	2	50	27	42	1	1	1	1	1	1	full set	3	15 mins.		Pupils were decidedly backward in English and in all other sub- jects.

TOWNSHIP OF TILBURY WEST—Continued.

Number of School Section.	NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS.					Other English text-books.	Time given daily to teaching in English.	Time given daily to religious instruction during school hours.	REMARKS.
		Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.					
7	R. L. Poliquin	Per.....	Que..	3 yrs.	\$ 375	74	19	36	22	33	1	1	1	1	1	full set except History	5 hours.	15 mins.	Pupils passed an unusually good examination in English and all other subjects.	
8	Alfred La Charite	III	H. S..	4	350	71	none	65	24	47	1	1	1	1	1	.....	3	none	All the pupils were backward in English. French the language of the school.
10	Jean Simard	Per	Que..	3	400	59	5	32	24	30	1	1	1	1	1	Geog., Gr. Ollendorf	3	15 mins.	Pupils understood English when addressed, read and spelled well, but were slow to speak English.	

TOWN OF SANDWICH.

Albemy Bondy	III	H. S..	6	500	47	10	45	all	none	.....	1	1	full set	5	none	Senior division — All the classes did well in English, and spoke the language fluently
Martha Girardot	III	H. S..	5	350	82	18	65	26	38	1	1	1	.....	2½ hrs..	10 mins.	

TOWN OF WINDSOR.

Junior division—All the pupils in the junior division understood and spoke English well, but the lowest classes had not begun to read English.

David Cheney	II.....	Que..	20	750	399	210	309	all.	none.	1	1	1	1	1	full set.	5½	15 mins.	This school was established by the Public School Board of Windsor for Roman Catholic children, and nearly all the French children attend. The school consists of six divisions, three for boys and three for girls. The girls are taught by Sisters from the Roman Catholic convent. In Mr. Cheney's class the pupils did well in all subjects. In the 2nd and 3rd divisions of boys, pupils were fairly well up English, but were rather backward in other subjects. The three divisions of girls did exceedingly well in all their work, and gave evidence of having been carefully taught.
Rose Hutton	II.....	.....	.....	450	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Constance Gagnon	III.....	.....	8	350	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sister Judith .....	} .....	.....	.....	1160	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" Alexandra .....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" Simeon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

COUNTY OF KENT.

TOWNSHIP OF DOVER.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS.				Other English text-books.	Time given daily to teach in English.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.				
3 { Mary Mahony Me. Cloutier	II.....	Lor. Con. P.S..	3 yrs.	\$ 300	37	none	31	all	none	1	1	1	1	1	full set	all day	25 min.	Senior division. Pupils as a rule speak English as well as French and give evidence of very careful teaching in all subjects.
	Per		5 1/2	200	48	"	45	....	48	....	....	....	....	....	....	15 "	"	Junior division. Pupils do not begin English until they are promoted to senior division.
4 Jonio Valade	III.....	H.S..	6mo	325	49	8	28	25	16	1	1	1	1	1	full set	5	none	English speaking teachers who can also speak some French. A few of the pupils understand English very well, but the school is backward in English and in all other subjects.

Number of School Section.

7	Mary Kelly	III.....	P.S. ...	14	325	26	none	25	21	5	1	1	1	1	1	1	1	full set	5	30 min.	English speaking teacher who speaks French. English is the language of the school. All the classes did very well.
9	T. S. Sylvain.....	III.....	Que...	5	400	89	2	79	49	38	1	1	1	1	1	1	1	Ar., Ol.	4	15 min.	Pupils read and spelled fairly well, but were very backward in the use of English. School very much crowded. Teacher has quite too much work to do.
13	Victor Cloutier		Sand. Col.	5	430	55	15	49	all.	none.	1	1	1	1	1	1	1	full set.	5	10 min.	Pupils did very well in English and in all subjects.

COUNTY OF SIMCOE.

TOWNSHIP OF TINY.

6	Dennis McNamara.....	III.....	H.S. ...	8	500	46	22	27	all.	none.	1	1	1	1	1	1	1	full set.	all day.	none.	This is virtually an English school, with a teacher who does not speak French. The French pupils understood and spoke English fairly well, but showed no marked superiority over those who have French teachers. Inspector states that this school was taught by a French teacher until 5 years ago, and that a French assistant was employed until this year. Teacher says that his inability to speak French is a drawback in teaching the French pupils.
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TOWNSHIP OF TINY—Continued.

NAME OF TEACHER.	TEACHERS.				PUPILS.						CLASSES IN ENGLISH READERS. "1" indicates that there is a class.					Other English text-books.	Time given daily to teaching in English. hours.	Time given daily to religious instruction during school hours.	REMARKS.
	Class of certificate.	Where educated.	Has taught.	Salary.	No. on roll.	No. of English speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils who do not learn English.	Part I. Ontario Readers.	Part II. Ontario Readers.	2nd Book Ont. Readers.	3rd Book Ont. Readers.	4th Book Ont. Readers.					
13 J. A. Archambault	III. Co. Que.	Que.	10 yrs.	\$ 400	63	1	61	39	23	1	1	1	1	1	.....	3	none.	3rd and 4th classes understood English well. Pupils in 2nd class read and spelled well, but were slow to understand and speak English. 1st class simply knew a few English words, but could speak no English. Inspector states that English has been taught but 5 years in this school.
17 Narcisse Blanchard	III. Co. Que.	Que.	27 yrs.	400	44	14	34	26	4	1	1	1	1	1	Geog., Ar.	3½	none ..	Pupils could read and spell well, but could not understand or speak English readily, were very backward in other subjects.	

Number of School Section.

19	Charles Picotte	III. Co.	Que..	39	300	45	5	40	32	8	1	1	1	1	1	1	1	Ar., Ol.	1	3	none ..	Pupils did very well in English, and gave evidence of careful teaching. This school was established three years ago and many of the pupils had never been at school before that time.
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SUMMARY OF SCHEDULE.

	No. of schools visited.	Additional departments visited.	Total number of schools & departments.	No. of pupils on roll.	No. of French pupils on roll.	No. of English-speaking pupils on roll.	No. of pupils in attendance.	No. of French pupils learning English.	No. of French pupils not learning English.	Average time given daily to English.	No. of schools using full set of Ontario Readers.	No. of schools using I., II. and III. Readers only.	No. of schools using I. and II. Readers only.	No. of schools using I. Reader, Parts I and II. only.	No. of schools using Part I only.	No. of schools supplied with full set of English Text-books.	No. of schools using Public School Geography.	No. of schools using Public School Grammar.	No. of schools using Public School History.	No. of schools using Public School Arithmetic.	No. of schools in which religious instruction is given during school hours.	No. of schools in which religious instruction is not given during school hours.	Average time given daily to religious instruction during school hours.
	97	22	119	6469	5713	756	4510	4026	1687	3½	47	20	19	7	4	24	38	37	31	40	57	40	23 Ave.
Township of Tiny.....	4	.....	4	198	156	42	162	121	35	3½	4	.....	.....	.....	.....	1	2	1	1	3	.....	4	.....
Township of Dover	5	1	6	304	279	25	257	172	107	4½	5	.....	.....	.....	.....	4	4	4	4	5	4	1	19
County of Essex.....	30	10	40	2390	1932	458	1863	1081	851	3½	26	4	.....	.....	.....	18	25	24	21	25	22	8	17
Counties of Prescott and Russell.....	58	11	69	3577	3346	231	2228	2652	694	2	12	16	19	7	4	1	7	8	5	7	31	27	33
	Min.			Hours.																			

